



E Pluribus Unum

Using Google Classroom to bring
together a statewide student and
faculty cohort

Darra Ballance, MLIS

AHECs, AHEC Scholars and Google Classroom





AHECs, AHEC Scholars and Google Classroom

- › What is the AHEC program?
 - HRSA, and a federal mandate
 - › AHEC Scholars: how will we make it happen?
 - Two teams: Georgia, and the Southeastern AHEC Learning Collaborative
 - › Delivering the goods: Google For Nonprofits/Google Classroom
 - › AHEC Centers—recruit regional students/faculty
 - › Program Office—design curriculum and classroom
 - › A Beginning, a First Year, a Second Year

Lucky for Us: A Network of Nonprofits

Magnolia Coastlands AHEC

[Products](#)

[Administrators](#)

[Settings](#)

Products for nonprofits

You are changing the world, and we want to help

It might take several business days for Google to activate your products. You'll be notified as each one becomes active.



G Suite for Nonprofits

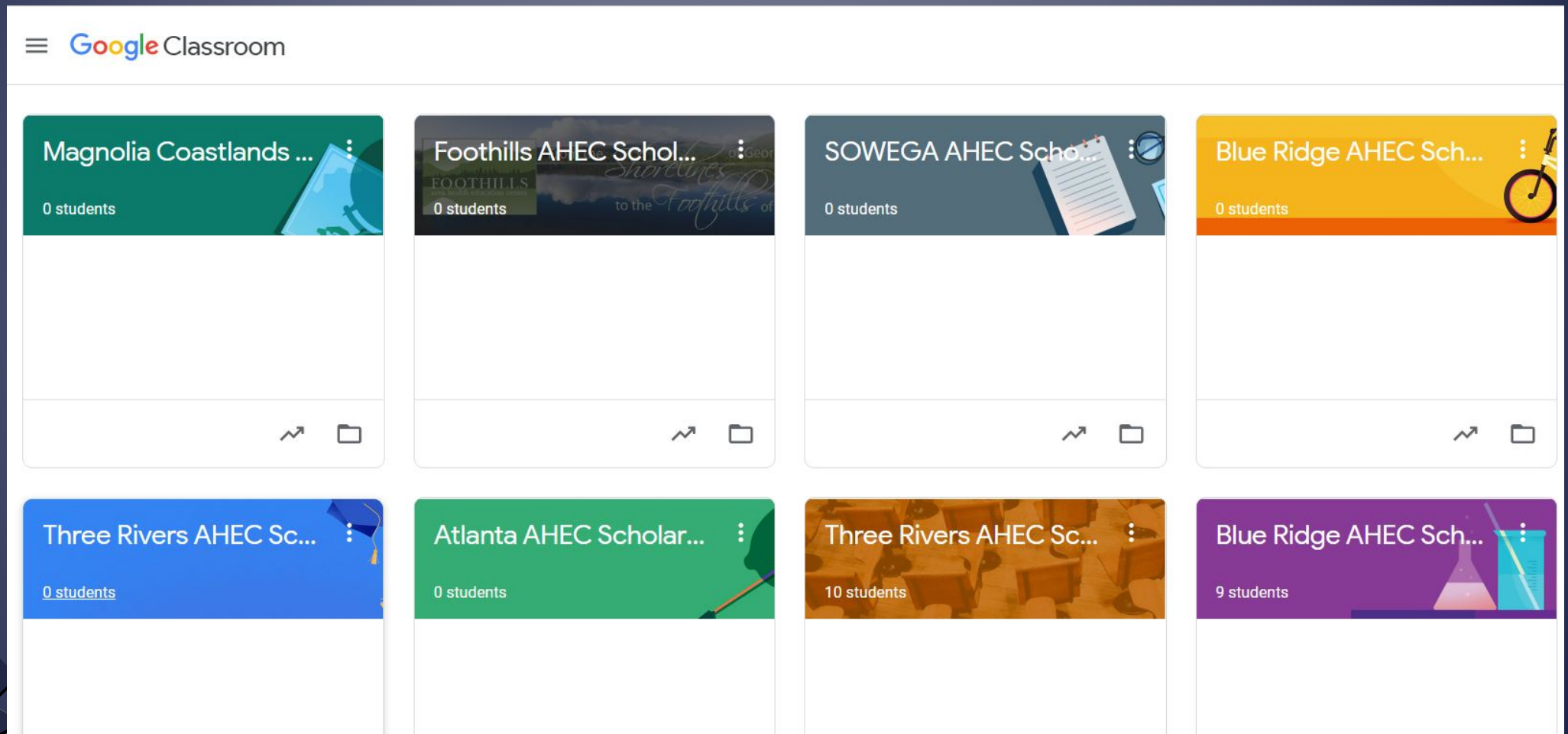
Reduce your IT costs and help staff and volunteers collaborate more effectively

Status: **Approved**

G Suite domain: **gaahecscholars.org**

- Get started with the [Admin Console](#) [🔗](#)
- Help resources: [G Suite Setup](#) [🔗](#)

Designing Classrooms for Georgia



Adding the Students and Faculty

The screenshot shows the Google Classroom interface for a class named "Magnolia Coastlands AHEC Scholars". The "People" tab is selected, displaying a list of teachers and students. The teachers listed are Darra Ballance, Bela Kundu, and Denise Kornegay. The students section is partially visible, showing a list with a context menu open over the first student. The context menu options are Email, Remove, and Mute. The interface includes a top navigation bar with tabs for Stream, Classwork, People, and Grades, and a bottom navigation bar with a question mark icon.

Teachers	
	Darra Ballance
	Bela Kundu
	Denise Kornegay







[View all](#)

Students	
<input checked="" type="checkbox"/>	Actions
<input checked="" type="checkbox"/>	Email
<input checked="" type="checkbox"/>	Remove
<input checked="" type="checkbox"/>	Mute

Our Curriculum

- › Social Determinants of Health
- › Cultural Competency
- › IPE
- › Behavioral Health Integration
- › Practice Transformation
- › Emerging Health Topics

Interprofessional Education

	IPE eLearning: Maria Garcia	Due Jan 24
	Read "Lessons from the field: promising inte...	Due Jan 24
	Discussion 1: Lessons from the Field - Refle...	Due Jan 31
	Discussion 2: Lessons from the Field - Refle...	Due Jan 31
	Debriefing Call Questions	Due Jan 28, 12:00 PM
	IPE evaluation and attestation	Due Jan 31

A Typical Assignment

Interprofessional Education



IPE eLearning: Maria Garcia

Due Jan 24

Posted Sep 18, 2018 (Edited Dec 6, 2018)

Complete the four modules of the Maria Garcia series found at
ipelab.commonsc.gc.cuny.edu/ipe-elearning-resources/

13

Turned in

3

Assigned

1

Returned

Print the certificate of completion with quiz grade for each module and
give a copy to your faculty member.



IPE eLearning Resources:...
Google Docs

[View Assignment](#)

Discussion 1: Lessons from the Field - Reflect on the best practices for interprofessional collaboration mentioned in the article LESSONS FROM THE FIELD: Promising Interprofessional Collaboration Practices. Which do you feel are most important to successful implementation and sustainability of effective collaborative practice? Why have you chosen these? Support your answers from the reading.

15

Turned in

2

Assigned

All



~~Alfreda Williams~~ Jan 31

I think that one of the most important things discussed that leads to successful implementation and sustainability of effective collaborative practice is cultivating effective team communication. The top reason for medical errors is miscommunication. So it isn't just a benefit to the team, it is crucial for the safety of our patient. The reading also states, "Communication, communication, communication, was shared over and over again as key driver of interprofessional collaboration." Effective and respectful communication fosters trust and creates an environment that encourages others to participate. One of the barriers discussed in this section was that sometimes, when we are working in an interdisciplinary group, we can get lost because each field has their own jargon. It is important to be self-aware about the words that you are using when communicating with people outside of your profession. Not only can things get lost in translation, but depending on the way you deliver your message, it may also come off as condescending, which in turn closes down the roads of communication.

"Open and respectful communication can also contribute to problem-solving as a group, as an "open discussion of differing perspectives may serve as a stimulus for new questions, growth and development of the team." The purpose of the interdisciplinary team is to come together and come up with a good plan of action for a patient, and that will often include having to problem-solve. The individuals have to feel respected and trusting enough of their fellow team members to speak in and give their own ideas. The team is better for it when each member is able to contribute with their own unique perspectives.

Results

- High level of interaction
- AHEC staff feel comfortable using Classroom
- Easy to edit and customize
- Student evaluations of the platform are highly favorable



Disclaimers

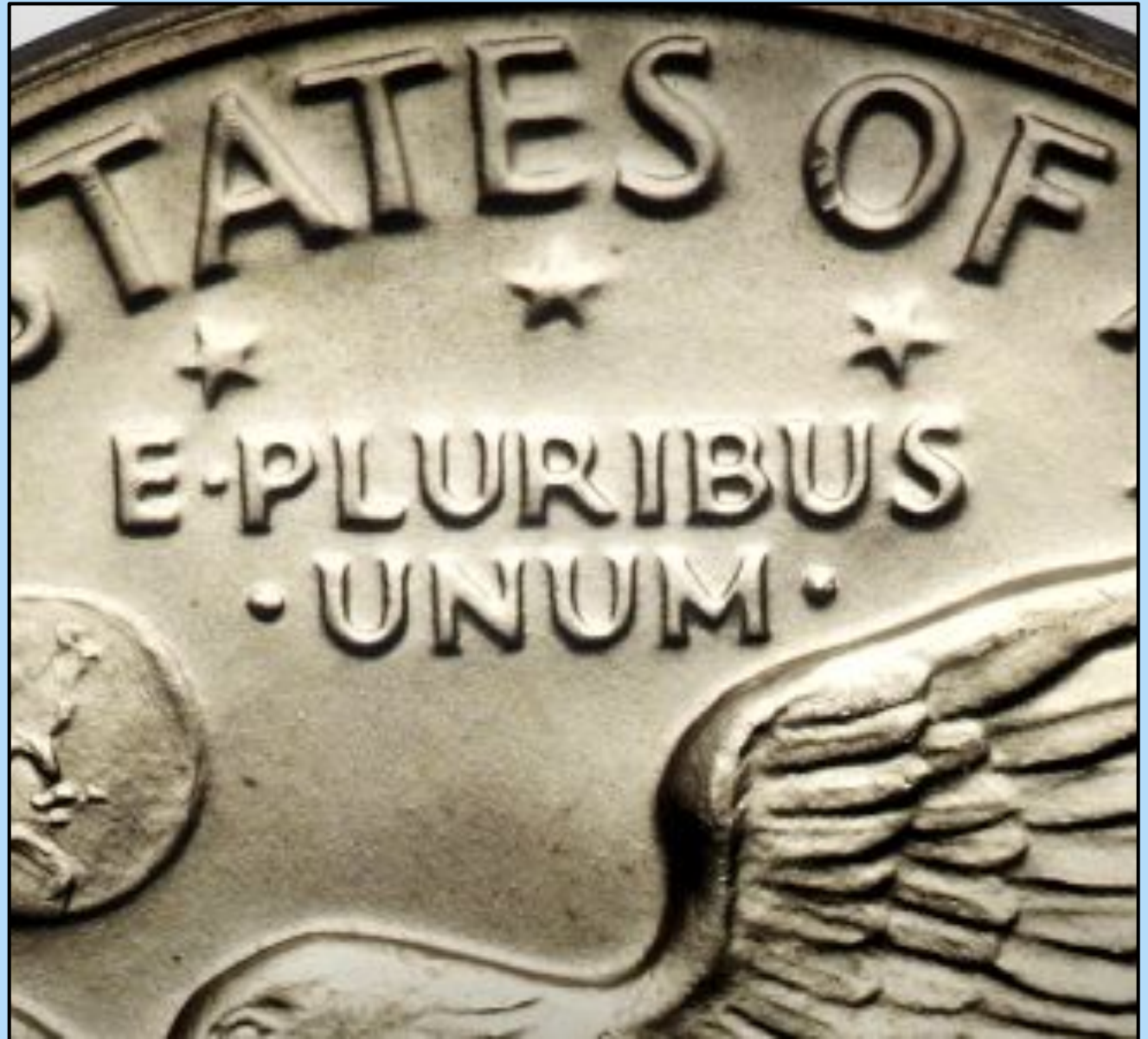
"Out of Many, One"....sort of.

Some centers work with multiple colleges, others with only one.

All centers work with students from different programs that may otherwise have never had a chance to interact and learn together.

Classroom is only for didactic hours, not clinical work.

Future goals for entire Georgia cohort....





Questions?

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Statewide Area Health Education Centers Network

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